

most went well beyond this to charge EOC teams or departments with collective responsibility for improving student outcomes. They made it plain that if one teacher fell down on the job, all would be held responsible. Some principals named a lead teacher to organize team or department meetings, submit reports on the meetings, observe in others' classrooms, and take other steps to pinpoint problems and help their colleagues address them. Some also met with the teams on a periodic basis to review data on students' progress – sometimes at the individual student level. Professional learning communities did not simply spring up in these schools, but was virtually mandated. Teachers reported that no one could simply disappear behind the classroom door. If teaching was not always public – and administrator or peer observation often made it so – then test score results certainly were. Within PLCs, norms of good practice arose and were enforced. In this sense, collegial accountability reinforced the administrative accountability discussed above. But by helping teachers deal with knotty problems of classroom practice, PLCs helped to build capacity as well as to enhance motivation. Principals in BTO-Improved schools held teachers responsible for outcomes, but worked with them and allowed them considerable flexibility to develop and implement more effective approaches and materials.

One small BTO school had brought the percentage of students proficient in Geometry up from 38% in '03-'04 to 79% in '05-'06. The principal explained that he had pressed the mathematics teachers to work together more closely. Now, he said, "The math department is awesome. They work the most together and with me. They come down and say, 'I have this idea. What do you think about this?'" All of these jumps stem from my willingness to allow them flexibility, to come up with ideas," and then to get the go-ahead from the principal.

Noting that she hires people in part for their ability to work in teams, the principal of one large BTO school explained, "Because I *require* some strict planning together. All teachers of an EOC course have planning time together," and are required to give the principal a schedule of all meetings, develop common lesson plans for each week, and submit minutes of each meeting. "If you don't monitor it [planning], it's not done." She went on to say that, "The most important PD is the PD we do here – what we do to make a difference in kids' learning and test scores. [In team planning meetings] we have to teach each other what the test scores mean, how we can use them to divide kids up for instruction and so on. Not on-paper PD but daily PD as in, 'How are we going to put this lesson together?' Or like in math, they will give the same five-question test, and they will bring the test results back, and examine which items the kids got right and which ones they got wrong, and if they got it wrong, what answer they put down. We break it way down, and I consider that professional development."

As indicated earlier, principals' use of data to assert individual teacher and group responsibility for outcomes often provides the occasion for teachers to learn from each other. As one lead teacher put it, "[The principal] has high expectations for all of us. She meets with our team. She will ask, 'What are you *not* doing that so-and-so *is* doing, and why are your scores not as high?' But this is a genuinely analytical question. "It's not just to put you on the spot. It does put you on the spot, but not just that. The question is what can you do with these regular kids that X is doing with these regular kids?" Forthright comparisons of scores of teachers teaching similar students followed by questions about "what is going on here" and efforts to help were common practice for principals of BTO and Improved schools. According to teachers, the interchanges